

Winter 1979

## Women's Studies Newsletter December 1979

Women's Studies

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# women's studies newsletter

denison  
university

December, 1979  
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## ANNOUNCEMENTS

The Mellon Program has collected current information on opportunities for women in a wide variety of careers. Students interested in browsing through the files are welcome to drop by the Mellon Office in Ebaugh Laboratories, Room 114. More detailed information will be available in the next newsletter.

Sheila Tobias, president of Overcoming Math Anxiety and the name in the area of math anxiety/avoidance, will be on campus January 14 under the auspices of the The Mellon Program. In addition to meeting with classes, she will make a formal presentation at 7:30 p.m. in Slayter Auditorium. Under Sheila's leadership, colleges and universities across the nation are now committed to researching causes of math anxiety and designing intervention programs to build math confidence in students, in order to expand their career options.

Irene Little-Marenen, Physics, will be presenting a speech in January to the American Astronomical Society in San Francisco on 12E/13C ratio in G and K supergiant stars. She is attempting to determine the carbon isotope ratios, the elements which occur in various weights in supergiant stars.

Sandy Yorka, Physics, will be presenting a talk on carbon stars at O.S.U. on January 14 to the Graduate Women in Science organization.

The second edition of Janet Hyde's text will be out in January. The title is Half the Human Experience: The Psychology of Women. 2nd. ed. Lexington, Mass: Heath, 1980. Hyde, J.S. & Rosenberg, B.G.

Juliana Mulroy, Biology, will be participating in a Biology Seminar at Ohio University on February 12. Her topic will be the Biography of the Saxifraga cespitosa Complex in the Americas.

Next semester Newark's Planned Parenthood will once again be holding nine health care clinics on the Denison campus. Clinic hours are Wednesday, 3:30-7:30. The Newark office wishes to remind students that they must bring their student I.D. cards to the Clinic. Phone number for appointments is 366-3377 weekdays between 8:30 and 5:00. Or visit the Clinic during campus hours to make an appointment for a later date.



## WOMEN'S RIGHTS IN IRAN

by Ann Pollock

There was an Iranian woman who formerly liked to exercise in her North Tehran neighborhood. The 46-year-old housewife would don a pair of jeans and hike around the streets. "Now it is impossible for me to do so," she says, "for people throw stones at me and make ugly comments." This story recently appeared in the Tehran Journal. It seems that this incident of harassment is a typical example of many incidents occurring throughout Iran and involving women today.

Another Iranian occurrence is the return of the chador, a formless, all-enveloping garment, usually black, which covers all of the body except parts of a woman's face. Worn daily, the chador is the traditional religious attire for women in Iran. For many years it has been a symbol of the oppression of women. Despite this image, more Iranian women are wearing the chador now.

What conclusions can be drawn from these observations? Apparently, Iran's 14,589,000 women are presently taking a more traditional view of their sex. Iranian women seem to be abandoning the cause of women's rights. True, in March of this year, there was a three-day demonstration for feminist causes that involved more than 15,000 women. But is it merely coincidence that 8,000 protested the first day, 6,000 protested the second day, and only 1,000 protested the third day? What are the reasons behind this trend?

An obvious reason for this trend towards traditionalism is the influence of the Ayatollah Khomeini's religious power. Khomeini has proliferated among the populace religious beliefs which deny women's rights. First, Khomeini has requested the return of the chador. He insists that women be clothed according to religious standards. Second, Khomeini has abolished the family protection law. This abolition will again allow men to take two wives and obtain automatic divorces while women are left helpless against such actions. Third, Khomeini has taken away women's right to vote, obtained as recently as 1963. Finally, Khomeini has proclaimed that "co-education has turned the schools into halls of prostitution," and is vehemently against the education of women. Khomeini could take other drastic actions, but for now he has simply stated that Iranian women have a religious duty to follow these beliefs. Obviously, many women agree.

But there may be other reasons why women are becoming more traditional in Iran. The rejection of feminism may be a form of protest against the former Shah of Iran. Indeed, it was under the Shah's rule that Iranian women became among the most emancipated women in the Middle East. For example, there are now roughly 650,000 women in the Iranian workforce including women in government jobs and traditionally male occupations. Forty per cent of university students in Iran are now women. Self-improvement classes, marriage counselors, and day care centers were established under the Shah's reign. But the number of women workers and students is diminishing and the day care centers and classes are becoming empty. A recent article in Time magazine reports, "Many educated women are taking more traditional views as a form of political involvement and protest."



More important, I would like to suggest that Iranian women are rejecting feminism not only to protest against the Shah, but also to demonstrate their anti-American sentiments. Certainly, women's rights were established under the Shah's reign, but they are primarily seen as an American invention. Iranian women have identified feminism with America. Feminists in Iran have been derogatorily called "American agents" as well as "whores," as if the two names shared equality. Iranian feminists have also ignored the help of American feminists in their cause. For example, when Kate Millet, an American feminist, went to demonstrate in Iran for women's rights, the majority of Iranian women seemed neither to want nor need her in their country.

In conclusion, I feel the decline of feminism in Iran is an important indicator. In part it symbolizes a growing amount of support for Khomeini. Indeed, even dedicated Iranian feminists are sacrificing their personal rights for the sake of the state. It also signifies a resentment against the Shah. But above all, it seems the rejection of feminism in Iran is a reflection of the present Iranian hatred of America. I feel it is important for us to recognize that feminist issues are no longer dividing Iran against itself. Rather, the country stands united in support of the Ayatollah and against the United States. This is a vital indicator to observe during this period of turmoil between Iran and our country.

#### SELECTED READINGS

"Back to the Chador" Time, December 25, 1978, p. 37.

Gregory Jaynes, The New York Times, March 11, 1979 (supplement).

Ray Vicker, The Wall Street Journal, March 12, 1979, p. 1.

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The Denison Women's Studies Newsletter--

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## ALCOHOL ABUSE: A RESULT OF CHANGING FEMALE ROLES

by Ellen Brumback

Like so many other academic yet socially oriented liberal arts institutions, Denison currently finds itself facing a problem that is growing nationwide---the abuse of alcohol, especially among women. The consequences of increasing alcohol abuse cover a wide range including needless destruction, verbal and physical abuse, character transformation, and physical deterioration. All of these consequences are not applicable to all women, of course, but some of the reasoning behind increasing drinking on the part of Denison women should be explored.

As a whole, drinking among women doesn't seem to be out of habit, and many women don't drink that often. But when they do, they drink to excess. One of the reasons behind this pattern could be the socially oriented atmosphere stemming from the fraternity system. For many women, it is difficult as well as frustrating to walk into a male-dominated setting such as a frat house. The sexism which threatens this campus seems to be lifted only when alcohol consumption dominates. And even then, some women find it hard to relate to the men and vice versa. As one astute sophomore woman noted, "There is a hell of a lot more interaction between men and women when everybody has had a bit to drink." There are also some women who force themselves out with a group of friends because they don't want to "miss" anything. This is where drinking comes in as a crutch. A popular sentiment is that it's almost as if students here can't go to a party straight. These women want to lose some of their inhibitions by drinking beforehand.

Another reason behind this increased drinking problem is the growing amount of pressure placed on women in college. Life has changed for women. No longer is marriage the one-way route after college. Women who are going through school now are concerned about a future career. Therefore, grades are more important than in the past. The prospect of grad school increases inner pressure and many women have turned to drinking as a means of temporary escape found in the traditional "male world." In this sense, women are adapting their lives to the same atmosphere that men have known all along.

And this process of adaptation necessary today is another factor in promoting alcohol abuse. It's not easy to deny all of the views followed by our mothers' generation. Women of today were basically brought up in a father-dominated family setting. It's hard to change age-old conventions. This change to contemporary values can be especially frustrating to women. In the past ten years, especially, the female role model has undergone drastic reconstruction. And for a women in college, decisions are too imminent for comfort. How many of our mothers had to decide on whether or not to attend grad school or what career would be most gratifying to her? Very few I'm sure. So when decisions seem to be suffocating women, alcohol provides a very welcome release.

But what does alcohol solve in any of these instances? Even though it may alleviate the pressures, worries, and uncertainties for a limited period of time, it keeps the problem from being solved. In the case of socially uncomfortable women, drinking can lead to increased problems.



As far as relationships are concerned, communication when under the influence of alcohol provides us with a false sense of security. Many one-night stands have resulted from excessive drinking. Both partners can take an advantage in this situation. A man can more easily persuade a woman to sleep with him, but the woman can excuse her actions with her condition. And after that night in the sobriety of week-day academics, the experience is often "forgotten" by both of them, causing an assumed nonchalance. But as the next set of parties descends the woman becomes nervous because she might see this man. Therefore, in order to obliterate conscience and anxieties, she must drink before going out and facing him. This builds into a vicious cycle which unless broken out of can cause extreme emotional tensions for all concerned.

And in the case of a woman who drinks to avoid the pressures of today's world, nothing can be solved until it is faced. Modern values and expectations are exceedingly complicated; therefore, one must find an individual niche where she feels useful and at the height of her potential.

Women's increasing awareness of the impending problems caused by drinking in no way eliminates the occurrence. But awareness in such a misunderstood area is extremely important. After all, if we as women don't understand our pressures and our self-worth, nobody else will.

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"It seems to me like this. It's not a terrible thing-I mean it may be terrible, but it's not damaging, it's not poisoning to do without something one really wants....What's terrible is to pretend that the second-rate is first-rate. To pretend that you don't need love when you do; or you like your work when you know quite well you're capable of better."

Doris Lessing, The Golden Notebook, 1962

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## STUDENT RESPONSE TO GLCA CONFERENCE

by Kris Poole, Bridget Bacon, & Clay Van Batenburg

The fifth annual GLCA Women's Studies conference met November 2-4 in Rochester, Indiana. The theme of this fall's conference was "Towards a Feminist Transformation of the Academy," and all twelve GLCA schools sent groups of faculty, administrators, and students to the conference. Denison's group of ten students and eleven faculty, staff, and administrators was the largest contingent, and as students we felt proud to be a part of a community that had taken on much of the responsibility of planning, presentation, and leadership.

Attending the conference is an overwhelming experience. Three full days and nights were packed with collecting knowledge, interpreting new ideas, and contributing to discussions. The conference is made up of a number of lecture-discussion sessions covering a variety of topics. There were lectures on the feminist's role within the community, health care, and policy making and discussions about racism and sexism, student-teacher roles, and sexual harassment. Special interest caucuses were held where black women, men, lesbians, and students met to reflect upon their specific concerns and responsibilities.

The student caucus was an opportunity for the students to exchange ideas on the status of women and the women studies programs at the various GLCA schools. Much of the discussion centered on sharing the services available to women in terms of curriculum, health care, safety, and women's groups. In addition to this exchange, a student conference was planned for the spring.

During the evenings, the pace slowed and conversation turned away from a feminist transformation of institutions to personal reflections. Both nights we were entertained with women's music, which is a celebration of women, by women and for women. For many, it was then that we felt the strength of our commitment to feminism and one another.

Elizabeth Minnick, Associate Dean of the Faculty at Barnard College, articulated the spirit of the conference best in her keynote address. She stressed the importance of acknowledging the private strengths of women, reminding us that the basis of feminism is friendship and mutual recognition. Accepting this, we should not neglect the challenge of becoming public and uniting the personal sphere with the social and political realms. Ms. Minnick claimed that the importance of a feminist transformation of the academy is not to create a separate school of thought but to alter the existing one so that the history, ideas, and contributions of women become an inclusive part of education. The challenge is to question roots and manmade truths. She recalled to us the need to cherish the struggle and remember to take pleasure in being hated by the right people.

Apart from the knowledge gained and ideas generated, one of the most positive aspects of the conference was the atmosphere of group support. Despite the differences in opinions and approaches, all came away from the weekend with renewed commitment, refreshed by the interaction with others who are striving for similar goals, although certainly there were frustrations and very real fears that the task is so large and seemingly so encompassing.

We seek to change a patriarchal structure and society that has long been engrained with one-dimensional attitudes concerning education and the roles of women and men. The challenge is great, and consensus is often difficult, even among ourselves. Yet the network of support is strong. As a result of the conference, it became evident that we must work together to build a new academy that is comprehensive, critical, and challenging.

#### THE GLCA WOMEN'S STUDIES ANTHEM

by Ann Fitzgerald, John Schilb and  
Joan Straumanis, Denison University

(Composed for the 1979 Rochester Women's Studies Conference)

Refrain: Women of the GLCA,  
Growing strong and here to stay,  
We're changing all the rules  
At our dozen different schools  
With our vision of a feminist new day!

Early in Earlham in '75  
Women's Studies was barely alive,  
So we got together to start things right,  
To teach one another to build and fight.      REFRAIN

Different and distant, we all felt a need,  
So we turned to each other and asked, "Who should lead?"  
The answer was simple, apparent indeed:  
To form a committee and call in Beth Reed.      REFRAIN

We felt a burgeoning unity,  
Needed some money and turned to FIPSE;  
Across the nation it's plain we're adored,  
'Cause now we got a big present from Ford!      REFRAIN

Transforming the campus, transforming our lives,  
From years now of unity, our strength derives,  
But we still have to struggle, and strive to be free,  
Together transforming the academy!      REFRAIN

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"GLCA WOMEN'S STUDIES PROGRAM 1976-79:  
ENERGY AND COMMITMENT MAKE IT HAPPEN"

by Ginna Gardner

The Great Lakes College Association's Women's Studies Program is unique among the great variety of women's studies programs existing in the United States today. Faculty, professional staff, and students from twelve small colleges scattered among three midwestern states have managed to build a cohesive and productive network which has challenged existing educational structures and worked towards improving education of and about women on each campus. The Fifth Annual GLCA Women's Studies Conference, held last month in Rochester, Indiana, was entitled "Towards a Feminist Transformation of the Academy." What transforming influence has the Women's Studies Program already had on GLCA colleges?

When the Women's Studies Program began in 1976, most of the member colleges of the GLCA (Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster) had no women's studies courses or programs. There was a clear need for dealing in an academic setting with issues raised by the women's movement. If it was true that the traditional college curriculum was biased against contribution by and about women, then the colleges had a responsibility to educate themselves in these issues and effect the necessary curricular changes. In a period of tight budgets, consortial sharing of knowledge and resources seemed the only feasible way to approach this goal.

A group of faculty from the GLCA colleges, working with the GLCA central office, submitted a proposal to the Fund for the Improvement of Post Secondary Education (FIPSE) to explore means of consortial cooperation in the development of women's studies programs in the individual colleges. The grant that resulted funded GLCA Women's Studies activities for a three-year period which ended this past September. In addition to the annual conference, the program supported workshops on a number of topics relating to women's studies, minigrants to both students and faculty, a consultant service to help faculty develop and/or improve courses, and an evaluation of the effects of the program on the twelve campuses (currently John Miller of the English Department is working as one of the evaluators).

The development of women's studies at Denison predates the GLCA program by several years. The first women's studies class, an interdisciplinary course, was taught in Spring 1973 by Joan Straumanis and Ann Fitzgerald. Over the years departments have created additional courses so that now a Denison student can take departmental offerings such as Women in Western Society, Private Lives: The Family in History, Women in Literature, Women in the Labor Force, or The Sociology of Gender and Sex Role Identity, for example.



Meanwhile the introductory interdisciplinary course (I.D. 246) remains a successful and popular offering, taught each semester with varying themes (women and the arts; female sexuality and health care; women in groups and sub-cultures; the political theory and history of the women's movement in the U.S.; growing up female in America; autobiography and oral history), but always including an introduction to feminist methodology and perspective.

In addition, the women's studies program at Denison has been at least indirectly responsible for obtaining several support services for our women, services such as the hiring of a director of women's studies, the hiring of a woman clinical psychologist for our counseling center, the establishment of a Planned Parenthood Clinic on campus, the creation of the position of women's coordinator, and the creation of a new Women's Resource Center in Fellows Hall.

Several factors have contributed to the development of women's studies at Denison. Funds from the Lilly Endowment and FIPSE to GLCA have had an impact in the form of minigrants (to Lee Bostian and Karen Westerfeld), a visiting scholar in women's studies, and the continued sharing with women's studies faculty and students at other institutions. The addition of more faculty with competencies in women's studies has increased the variety of courses offered, and in many ways the administration has been extremely supportive of the program.

Recently at the Rochester Women's Studies Conference Provost Lou Brakeman said the following: "Many are ready for a new concept of the liberal arts—one that is liberating, humanizing, one that enhances competence; inspires confidence; that challenges; that celebrates." As he points out, "In an essential, a pointed, an immediate, and an important way, a compelling fashion, the call for a feminist academy seems to be calling us to at least some of the same sorts of transformation that many in the academy have had on their minds and hearts for several years." As Brakeman suggests, "Most faculty assume liberal education need not include any reference to values other than those that constitute the dominant Western civilization. The proposition in response [is] that liberal education must include examination with, confrontation with values other than those in which the person has been nurtured." It is with those new feminist values that the Denison women's studies program has been concerned.

Clearly the women's studies program has succeeded here because of many factors. But most of all it has been the energy and commitment of individuals that have made women's studies a viable and exciting part of a Denison education.

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Because of the favorable reader response to Barbara Baer's "Turning 40" article in the October Newsletter, we are offering another Denison woman's birthday reflections in this issue.

## TURNING 22

by Cathy Desmond

This is it! The carefree days of childhood, adolescence, and young womanhood are behind me. Turning 21 may signify the coming of adulthood, but turning 22 will result in a bounding leap into decisions and responsibilities.

While I am 22 I will graduate from Denison, my lovely soft blanket of security. I will be thrust into a world of the unknown, a world of metros and tubes and buildings over three stories. I will lose my right to fourth floor Fellows, my mailbox, and Fall Break. The four years have passed quickly. I feel as if I had just decided on my major when I realized I had to act on my future.

My parents say, "What are your future plans?" Friends over lunch ask, "Whadaya gonna do when you get out of here?" Party conversation turns to either alluring or to horrid stories of what friends of friends are doing now that they are in the real world. My days of dependent independence are numbered. College life has left me free and on my own, but never alone. I have had a community of friends to count on and to turn to, and more than once in my career of transition to adulthood, I've run home to mother.

When I leave Denison I'll be leaving good friends. The atmosphere here has forced me into a tight group of people whom I have come to love and respect. But the inevitable is drawing near. Some of my peers will be returning to the east, others will venture out west, and still others will jump around, never settling for anything less than adventure. Next year I will again have to form new friendships, a tradition that began in elementary school and is now following me into adult life. I suppose, too, that I will have to find new mentors to take the place of the adults that I have come to admire here. Or perhaps I am old enough now that I can stumble through life without needing guidance.

I had planned since I was a young girl to have my first apartment when I was 22. A room of my own. The thought is tantalizing. Never again will I have to sleep on a bunk bed and slide off the mattress, belly down, hoping that my feet land on the floor instead of on my roommate's head. My new hallways will be free from the litter of beer cans and cigarette butts. I'll have my own phone and my own bathroom. I'll also have to pay for all my luxuries. What am I going to do with my life? I am beginning to realize that my future is not going to be a spin-off of the Mary Tyler Moore Show. How did she stumble into a world of a satisfying career, lovely and funny friends, and a wardrobe full of office clothes?

Now that I am 22 I will have to take on the trivial responsibilities of adulthood. Collect calls to home will be outlawed. Letters to mother asking for ten dollars just to get me to Christmas will cease. I will have to learn how to file income tax forms. Inevitably I will come in contact with plumbers, electricians, and mechanics who might try to cheat me because I am a "naive" woman. The reality of doctor and dentist bills and heating costs will slap me in the face. Car payments, rent, and food expenses are also a part of



adulthood (I'm no longer talking trivia). The most frightening thought of all for me, though, is that this year will begin a daily routine that will stay with me for the rest of my life. No doubt there are compensations for the routine (two week vacations), but I love nothing more than a little freedom. Even Mary Tyler Moore in her nine-to-five is no consolation.

Every year I grow older, but this is the first year I have thought about it. Friends are talking marriage with plans of settling down. My mother and grandmother celebrated their own 22nd birthdays and their weddings in the same year. Relatives over Christmas will ask me if there is anyone special in my life. (My translation: any hope of a church ceremony after graduation?) I can't get married yet! I've never had a room of my own!

I am feeling older. Actresses, ballet performers, and T.V. stars are now younger than I am. Nineteen is supposedly the age of one's physical peak. I took a good long look in the mirror the day before the big event. Another gray hair and I remind myself that my father was white before he was 26. The first of many lines, lines which Colette romantically calls "her three rings of Venus," creases my neck. I promise myself, as I rub lotion into my skin, that I will not become obsessed with the process of growing old.

Yet I feel like my youth is behind me. My idealism will emerge with realism as I come in contact with the outside world. Childhood and adolescence have played their part and a woman has emerged. I'll soon be leaving my college contemporaries and my professors who have thoughtfully guided me through four years of Shakespeare, Joyce, Welty, Woolf, and Hemingway. A new road lies ahead of me. As I teeter into adulthood, I will have the chance to choose. My decisions will affect career, location, friends, and relationships. My choice may not always be the right one or the best one, but I will have had the chance to shape my own life. That's exciting. I am still idealistic enough to believe that I can do anything I want to do. I'm ready to try and I can't wait.

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"To look back for a while is to refresh the eye, to restore it, and render it the more fit for its prime function of looking forward."

Margaret Fairless Barber  
The Roadmender, Volume I, Chapter 3

"Courage is the price that Life exacts for granting peace."

Amelia Earhart  
Courage

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In each issue, the Denison University's Women's Studies Newsletter interviews a woman faculty member, student, administrator, or supportive staff member. This month's interview is with Dr. Janet Hyde.

by Cathy Desmond

This fall Dr. Janet Hyde joined Denison's Department of Psychology as a visiting professor. She received her undergraduate degree from Oberlin College and attended Berkeley for her graduate studies. Before coming to Denison, Dr. Hyde taught for six years at Bowling Green State University.

Dr. Hyde looks back on her family as being supportive of her when she expressed interest in a career-oriented future. She feels that being an only child was an advantage as her parents did not have a boy to pin their aspirations to. She continued, "My parents are believers that women ought to be able to support themselves; there was never any question in their minds that I would go to college. The minute I said I wanted to go to graduate school, they thought that was a good idea too. They don't have any lower intellectual aspirations for women than for men." Hyde's husband is also very supportive of her. They married the day they graduated from Oberlin and left for graduate school together.

When asked how marriage and career have worked together, Hyde replied, "I don't think marriage is much of a handicap except in terms of managing a dual career. Having a husband at home is pretty convenient." As a mother of a seventeen-month-old daughter, Janet admits that although the combination of marriage and career has been easy for her, motherhood is another story. Janet remembers her childless days on the faculty at Bowling Green and compares it to her situation now. "Believe me, there is a big difference; babies require a lot of time."

Last year Dr. Hyde took a leave of absence from Bowling Green and stayed home full time. Taking advantage of her time off, she worked on the second edition of her book, The Psychology of Women. She figured however that she was only able to accomplish four hours of academic work a day. When asked how she felt about the year spent at home, Hyde replied that while she enjoyed the baby, she missed the daily interaction with people outside the home. She explained, "I'm a very achievement-oriented person and I really like to have something to show for my day's work."

Dr. Hyde is trained in the areas of statistics and genetics. Once out of graduate school, however, she developed an interest in women in psychology and human sexuality. She has written two books on these subjects. She worked on The Psychology of Women between 1973 and 1974, and it was published in 1976. She also spent two years working on Human Sexuality, which was published in January, 1979.

Hyde will be using Human Sexuality as a textbook for her human sexuality course which she is teaching next semester. When asked to describe the course she replied, "We're going to go through my book. It's a survey of biology, psychology, and a little bit of sociology, of human sexuality." The course will begin with sexual anatomy and go through birth control, statistics on premarital sex, prostitution, homosexuality, and bisexuality.



Dr. Hyde taught the class for five years at Bowling Green and noted that the class there was counted as a women's studies course. While she doesn't think she teaches it specifically as a feminist course, Hyde believes "it certainly ends up having feminist elements to it," just because of who she is. "I think that just the whole women's health movement and getting more knowledge about our bodies means that sexuality courses are important to women's studies."

Currently, Dr. Hyde is doing research on the psychology of women. She has thought of doing research on Human Sexuality, but has decided that the subject is too political and explosive for her conservative rural town.

Dr. Hyde recently published a paper on androgeny across the life-span. She is interested in sex roles and is now working on a paper with Professor Donald Clementson-Mohr on children's understanding of sexist language, especially gender pronouns. "What we're doing is interviewing kids to find out whether they understand gender pronouns, and what they think when people use those pronouns. I'm really concerned about sexist language and in particular the psychological effects it may have on kids when they're growing up, and not knowing quite what is going on, and wondering why it works that way. Does that really mean that the he's are better than the she's?"

This semester Dr. Hyde is teaching two sections of Introduction to Psychology and one of Child Development. Twice she has brought her daughter into the Child Development class. At the beginning of the semester, when her daughter was fourteen-and-a-half months old, Hyde brought her into class and had her students write a paper predicting the skills that the child would develop within a three-month period. She brought her daughter back again at seventeen months and checked the predicted results with the actual development.

Hyde recalls that the feminist movement was not going on while she was in college. She recollects that in her own college experience she was treated equally. Both of the institutions that she attended were very liberal and sex discrimination was frowned upon. It was not until her junior year that she was taught by a female professor, ironically, a professor of Psychology. It was at this point that Hyde decided that she wanted her own Ph.D. in Psych.

Later, Dr. Hyde entered the Psychology department at Berkeley, soon realizing that out of the forty-five members of the department, there were no women. "I felt betrayed." Hyde then became conscious of the fact that she needed a role model. Because she wanted to look to a woman, Janet took a course from a female professor of Physiology who was able to fill Janet's need. Yet, every role model that she had was a male: "I've had mentors, but there haven't been enough women around for me to be able to choose a woman in my field to be a mentor."

Dr. Hyde likes Denison and likes teaching here. She feels at home on our campus because it is more like Oberlin than was Bowling Green. "I was always a little uncomfortable with a big State University and the mass education philosophy. I like the fact that this is a small school and there is lots of individual attention to students. I think there is a higher standard of academic interest here--which I appreciate."



## MELLON PROGRAM HOSTS FIRST SPEAKER OF THE YEAR

by Cathy Desmond

Linda Gordon Howard, Professor of Law at Ohio State University, was at Denison on November 8-9, as the school year's first Mellon Grant Visiting Professional. She was a guest speaker in the women's studies class, and later that night delivered an address: "Reproductive Effects of Toxic Substances in the Workplace and Their Implications for the Employment Rights of Women."

In the classroom, Howard discussed her background and the aspects of her life which led her into the field of law. She admits that she was originally attracted to the role of being peacemaker; she calls this reason "a feminine approach." Later she learned to enjoy the power aspect of her career and the drama associated with being a lawyer and a teacher. After graduate school, as Howard found that her ideas were being accepted instead of dismissed, she relished her new credibility. When asked what her other reasons were for going into law, Howard's answers were candid and frank. She admitted that she liked dealing with other people's minds and liked watching others think. She is interested in "change and dealing with change relative to tradition."

As a Black woman and a lawyer, Howard is interested in civil rights, human rights, and feminist issues. The courses that she is currently teaching at Ohio State are sex discrimination, employment discrimination, legislation, and evidence.

Howard spoke specifically on abortion for the women's studies class, where she discussed abortion legislation: the 1973 Supreme Court decision which states that the state cannot prosecute and convict women for having abortions; the 1977 Hyde amendment which ended abortion funding for Medicare recipients, in the HEW bill; The Dick amendment which forces poor people to pay for abortions themselves. For Howard the issue is as follows: There is a constitutional right to have an abortion, but now the state has a right to decide what the woman will choose if she is poor. Howard then continued with a discussion of the Ohio abortion laws and ordinances. The class ended with questions and an open discussion on abortion legislation. In the classroom it is clear Howard is energetic, dedicated, and above all, interested in working for change.

Howard's evening address concerned certain chemical companies which do not hire women of childbearing age because of toxic substances in the plants which might endanger the fertility of women. Howard looks at this problem from a legal perspective. She feels that under Title VII of the Civil Rights Act, the hiring procedures of the chemical companies might be grounds for a sexual discrimination complaint under the Equal Employment Opportunities Act. She is currently working on a formal paper on this topic which she will submit for publication.

Howard impressed several important ideas on the Denison community: "People must think about and work toward their ideals or there will never be any change." Speaking from personal experience she said, "I've learned that I can shape and form my career. I can do what I want to do." To the members of the Denison community and especially to the women she said, "Keep looking at the alternatives. You can do what you want to do and you can chart your path there."

# THE DEATH REHEARSALS

by  
Ruth Danon

1.

You know, one day, that  
You are beginning to rehearse  
The deaths of all those you love.

The ring of the telephone can do this  
Or the sight of your mother's breasts.  
In her old age, she has begun to  
Kiss you on the mouth.  
You respond cold, as the flesh of the dead.  
Instead, you kiss her hands, one finger at a time.

2.

At night, three rings  
Placed in a blue dish.  
When you enter your bed  
Your hands are naked.  
He says "When I go,  
I will go alone."  
You make love  
With this knowledge.  
In the morning  
You put on the rings,  
One at a time.

3.

You imagine your friend  
In a white room.  
The doctor tells her, tender  
With cellophane hands:  
"We are placing in  
Your cervix, a ring, a loop  
Sometimes called a coil  
Made of copper.  
We don't know  
How it works, but it will  
Prevent conception."

When she bleeds  
Twelve days of the month  
The doctor tells her  
"Not to worry."  
Her husband, repelled by  
Blood and pain  
Weeps in the bed,  
No longer makes love to her.

Two years later, she sends you  
A picture of her baby girl  
Dressed in a Santa Claus suit.  
She writes:  
"When are you going  
To get married?"